**Math Myth 1  
Fractions are always parts of a whole.**

I can help Bust or Confirm this myth with the following

Evidence/Data:

Observation:

I think more evidence is needed for us

**Math Myth 2  
The closer together the numerator and denominator of a fraction are, the bigger the fraction.**

I can help Bust or Confirm this myth with the following

Evidence/Data:

Observation:

I think more evidence is needed for us

**Math Myth 3**

**All lessons should be 3-part lessons.**

I can help Bust or Confirm this myth with the following

Evidence/Data:

Observation:

I think more evidence is needed for us

**Math Myth 4**

**The best way to accommodate students with learning disabilities is to break a task down into very small steps.**

I can help Bust or Confirm this myth with the following

Evidence/Data:

Observation:

I think more evidence is needed for us

**Math Myth 5**

**A mathematics topic e.g., Fractions, can be taught effectively over a period of time and doesn’t need a concentrated timeframe.**

I can help Bust or Confirm this myth with the following

Evidence/Data:

Observation:

I think more evidence is needed for us to decide.

**Math Myth 6**

**Focusing on instructional strategies during professional learning will naturally provide opportunities for deepening specialized content knowledge for teaching mathematics.**

I can help Bust or Confirm this myth with the following

Evidence/Data:

Observation:

I think more evidence is needed for us to decide.

**Math Myth 7**

**Open questions cannot be marked objectively.**

I can help Bust or Confirm this myth with the following

Evidence/Data:

Observation:

I think more evidence is needed for us to decide.

**Math Myth 8**

**Using a blend of observation, conversation, and product is a viable way to collect Assessment *of* Learning data.**

I can help Bust or Confirm this myth with the following

Evidence/Data:

Observation:

I think more evidence is needed for us to decide.